

SWEET BRIAR COLLEGE



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BULLETIN OF

SWEET BRIAR COLLEGE

STUDIES IN THE FRESHMAN YEAR

1945 - 1946



BRIAR

VIRGINIA

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OF
SWEET BRIAR COLLEGE

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INTRODUCTION

This pamphlet, prepared for the use of freshmen entering Sweet Briar College, is planned as a guide in the choice of courses for the first year and as an introduction to the plan of studies at the college. Before choosing her studies for the freshman year the student should consider the general plan of her college work, not necessarily choosing her field of concentration, but informing herself about the opportunities which the college offers and considering the relationship between her preparatory work, her freshman course and her later studies so that the whole may have both unity and breadth.

The descriptions of courses open to freshmen are published here in more detail than in the college catalogue, and an effort has been made to relate the material to preparatory courses and to degree requirements. The pamphlet should be used as a supplement to the catalogue.

FRESHMAN ADVISERS

Each freshman at Sweet Briar is under the guidance of a faculty adviser who will assist her through the first two years of her course. When the student meets her adviser in September she will have an opportunity to review the tentative program of studies which she now makes and to change the program in ways that seem desirable.

GROUP PLAN AND MAJOR FIELDS

In order to insure a desirable distribution of courses in the first two years, students are expected to carry from 12 to 18 semester hours in each of the first three groups, as explained on pages 41-42 of the current catalogue.

Group I. 12 or 18 hours.

Group III. 12 or 18 hours.

Group II. 12 hours.

Group IV. 6 hours.

Students who have not yet found the subject in which they would like to concentrate are advised to choose their freshman courses with special attention to the new fields open to them in college. There is considerable freedom of choice of subjects open to freshmen. This flexibility of freshman programs places greater responsibility on the student for informing herself about the opportunities open to her and for exercising discrimination in making her choices. In the spring of her second year each student must make definite choice of her major subject or field.

FOREIGN LANGUAGE REQUIREMENT

Before graduation, a student must have a reading knowledge of one of the following languages: French, German, Greek, Italian, Latin, Spanish.

This requirement may be absolved by examination, or, in special cases, by certification by the department concerned. Reading Knowledge Examinations are held three times each year, in September and approximately one or two weeks before the end of classes in each semester. Students are urged to meet this requirement as early as possible, but freshmen are advised not to take any Reading Knowledge Examination until January of their first year unless they have had thorough preparation.

In the event that a student fails a Reading Knowledge Examination, she will be expected to take an additional course in the language concerned or present evidence of independent work before she will be permitted to try again. In the case of transfer students, whenever necessary, special arrangements may be made by the Dean for the satisfactory fulfillment of the requirement before graduation. A list of the courses which students most frequently carry in order to meet the reading knowledge requirement in the various languages is given on page 45 of the current catalogue.

In general it is advisable for freshmen to plan their courses to include a foreign language. If they pass the Reading Knowledge Examination in September and do not wish to continue their study of a foreign language, an adjustment in the program of studies can be made.

Students are reminded that both their fields of major interest in college and graduate study after college may demand the use of specific foreign languages. The recommendations of each department regarding its major are stated under the department offerings in the

catalogue. For graduate work French and German are the languages most frequently required. Students are advised to give consideration to these requirements early in their college course.

PLACEMENT IN FOREIGN LANGUAGE COURSES

Upon entrance, each student is *required* to take placement tests in the foreign languages offered for admission which she is eligible to continue in college. That is, she takes the Latin placement test if she has 3 or more units of Latin, and a test in every other language of which she has 2 or more units.

No student is required to continue in college the study of any language she offers for entrance. However, if she wishes to continue such a language, either in the freshman year or later in her college course, the placement test is used as a basis for determining what course she will enter. An exceptional student may be placed in an advanced course and a student whose preparation has been faulty can likewise be placed in a course suited to her needs and ability.

NUMBER OF COURSES

It is customary for freshmen to carry 15 hours each semester or 30 hours a year in addition to the required work in physical education. Unless otherwise noted all courses are planned to carry six semester hours' credit for the year or three hours for the semester. For students who have any physical difficulties a lighter program is recommended. Since a minimum of 26 hours and 26 quality points is required for sophomore standing, it is advisable for most freshmen to carry at least this number of hours throughout the year.

HYGIENE AND SPEECH REQUIREMENTS

The series of hygiene lectures scheduled for Friday afternoons during the first ten weeks of the session is required of all entering students but is not carried for credit. These lectures are offered to assist the student to adjust to the campus life and to set desirable standards for her daily living. *Students may gain exemption from these lectures by passing an achievement examination in hygiene during the opening week.* All entering students are required to keep health charts and to report for conferences with members of the Department of Hygiene and Physical Education.

An oral test in speech is required of every new student. Students who pass this test have met the speech requirement for graduation; furthermore they may elect English 115, 116 (described on page 8). All students whose oral reading is unsatisfactory in clarity, strength, or quality are required to (1) attend corrective conferences for a maximum of five periods of satisfactory work, or (2) attend five lectures on the fundamentals of speech and pass a written examination on the subject. *The speech requirement for graduation must be met in one of these ways by the end of the student's first year at Sweet Briar*, unless the instructor in speech, the college physician, or the Dean permits an exception.

REQUIRED COURSES

English 1, 2 (see page 7)

Hygiene 3 (see page 5)

Physical Education (see page 8)

Students who do not take at least one year (6 hours) of Greek or Latin in college are required to take CLASSICAL CIVILIZATION 191-192, preferably in the sophomore year. This course is *not* open to freshmen.

Since Social Studies 1-2 (6 hours) *or* History 101-102 (6 hours) and one year (6 hours) of a laboratory science are required for the degree, most freshmen are advised to include these subjects in their program of studies.

ACHIEVEMENT EXAMINATIONS

For those students who have profited by unusual opportunities or who have taken work in advance of the normal entrance requirements, achievement examinations are offered in the subjects listed below. The passing of examinations in these subjects will not give credit toward the Sweet Briar degree but will admit students to more advanced courses, and in certain cases will absolve the departmental and group requirements. Statements regarding required reading and ground which should be covered for the examinations have been prepared for certain courses. These statements and application cards will be sent to students who request them before September 1. The examinations are scheduled during the opening week.

Economics and Sociology. Students who have had introductory courses in these fields which do not parallel courses at Sweet Briar may take achievement examinations to gain admission to advanced courses.

English 103-104 (see catalogue, page 69)

Mathematics 1, 2, 3, 8 (see catalogue, pages 81-82)

Music 1-2 (see catalogue, page 84)

Courses in modern languages in which the student is prepared.

Other courses subject to the recommendation of the department concerned.

For information about exemption from English 1, 2, FRESHMAN COMPOSITION, students are referred to the statement following the description of that course given below.

MAKING THE TENTATIVE PROGRAM OF STUDIES

After studying the statements on pages 41 through 48 of the 1945-46 catalogue and after reading the preceding paragraphs and the following supplementary descriptions of courses, *you should fill out the enclosed tentative course card, choosing a schedule of 15 to 13 semester hours exclusive of physical education, and return it to the Registrar's Office. Enter the numbers of the desired courses in the second column on the card. Print your name on the top of the card but do not mark it in any other way.*

Return the card to the Registrar's Office as promptly as possible, since places in certain courses are limited and preference must be given in the order of the receipt of the returned cards.

COURSES OPEN TO FRESHMEN

PREScribed COURSES

ENGLISH 1, 2. FRESHMAN COMPOSITION.

Primarily a course in composition, English 1, 2 affords practice in the writing of short and long themes correlated with readings in essay, drama, poetry, and fiction. One or more themes involving the use of reference material will be assigned during the year.

Considerable reading is required supplementary to English 1, 2. Students who wish to begin this during the summer, thus lessening the work of the freshman year, may obtain a copy of the Freshman Reading List by sending 30 cents to the Registrar's office.

A few students are exempted from English 1, 2 on the basis of

entrance credentials and an examination given by the department of English at the opening of college. No specific preparation is required for this examination.

If a student is exempted from English 1, 2 she must elect English 201, 202 INTERMEDIATE COMPOSITION or English 103-104 SURVEY OF ENGLISH LITERATURE. The latter course fulfills her twelve hour English requirement for graduation. For the exempted student who elects English 201, 202 in her freshman year, the twelve hour requirement is fulfilled subsequently by English 103-104 or English 277, 278 or any other course in English literature elected with due regard to the prerequisites and the exceptions noted in the catalogue on page 68.

PHYSICAL EDUCATION.

Physical Education is required of every student unless she is excused by the college physician. A thorough physical examination is given to each entering student during the first week of college. Students may elect sports according to pages 79-80 of the 1945-46 catalogue. Because so many upperclass students have elected riding for their fall sport, entering students may not be admitted to classes in riding for required credit in physical education this fall, but may ride as an elective sport. Freshmen will have the same opportunity as other students to elect riding in the winter and spring.

ELECTIVE COURSES

GROUP I—LANGUAGE AND LITERATURE

ENGLISH

ENGLISH 115, 116. SPEECH.

This is a fundamentals course: it deals with the basic facts and principles involved in expressive speech. Most of the first semester is spent in the study and practice of voice production and of diction; about eight weeks of the second semester are given to the study and practice of speech-making. The whole year is concerned with the analysis and oral expression of a wide variety of kinds of written material: stories, exposition, argumentation, poetry, drama.

Perhaps the most obvious advantages of such a course are that it shows the means to clear, flexible, pleasant speech, offers directed practice in the common means of human communication, and provides

a sound basis for learning the speech of other countries. But it is also true that the study of speech must direct the mind to a precise understanding of any material which is to be spoken; for what is not well understood cannot be well said. This is, then, also a course in the analysis of rhetoric, of exposition, and of literature.

Open to all students, including freshmen who have passed the oral speech test (page 6); open to others by permission of the instructor. Course 115 or the equivalent is prerequisite to course 116.

GERMAN

GERMAN 1-2. ELEMENTARY GERMAN.

The course aims to give the student a thorough permanent grammar foundation and an elementary reading knowledge and to enable her to understand fluent but uncomplicated spoken German and to present her ideas in a free but simple conversational style. It aims to give the student a varied cultural background by short daily talks by the instructor on: Andersen's and Grimms' fairy tales; the Nibelunga, Tristan, and Parsifal Sagas; Wagner's operas; the Passion Play of Oberammergau; German university life; etc. German is used wherever possible in the classroom and much stress is placed on the students' speaking good German. Each student chooses her own partner with whom she practices spoken German outside the classroom and checks her pronunciation by means of records and songs.

If this course is followed by German 3-4, the student is eligible to take the German Reading Knowledge Examination. (See catalogue, page 44.)

GERMAN 3-4. INTERMEDIATE GERMAN.

The course aims to enable a student to get a good reading knowledge of more advanced texts and to stimulate rapid reading for enjoyment. Intensive training in vocabulary-building and word analysis is given as an aid towards passing the reading knowledge examination. The course aims to give the student an understanding of idiomatic German and considerable fluency in spoken idiomatic German. Frequent talks on the part of the instructor widen literary and cultural background, train the student's ear and develop her appreciation of the beauty of German. This course is a thorough introduction to classical literature with special emphasis upon Lessing, Goethe, and Schiller. The masterpieces of the 18th and 19th centuries are read.

German is the only language of the classroom. The student speaks German outside the classroom in collaboration with a partner.

Open to students offering two units of German for entrance.

GERMAN 29-30. GERMAN LITERATURE OF THE NINETEENTH CENTURY.

A study of the trends of the novel, the drama and poetry in representative works. The course includes discussions, reading and lectures on the history of German literature.

The main works of Lessing, Goethe, and Schiller, as far as they have not yet been covered in Intermediate German, the first and second Romantic Schools, and the prominent members of the Swabian group will be studied. Consideration will be given to the development of realism, naturalism, with special emphasis on Grimm, Heine, Hebbel, Keller, Hauptmann, impressionism and expressionism.

The German lectures will at first be delivered in simple, slowly spoken sentences and will increase in number and difficulty as the course progresses. As far as possible class discussions will be conducted in German.

Open to students offering three units of German for entrance.

GERMAN 31-32. ELEMENTARY GERMAN CONVERSATION AND COMPOSITION.

This course includes spoken and written exercises, with special attention to idioms, on subjects connected with modern Germany, its life, customs, and institutions, and discussion and criticism of modern German literature. Topics for study are chosen according to the needs of the students.

Open to students offering two units of German for entrance, with the permission of the instructor.

GERMAN 103-104. SCIENTIFIC GERMAN.

A reading course designed for students who wish to use German as a tool for work in science, medicine, fine arts, philosophy, history, economics, religion, etc.

Open to students offering two units at entrance. Two hours throughout the year. Credit four hours.

GREEK

GREEK 1-2. ELEMENTARY GREEK.

This course covers the fundamental facts of Greek grammar, with practice in reading and writing. From the beginning of the course the

student reads quotations from Greek authors. In the last quarter selections from Xenophon's *Anabasis*, Books III and IV, are read. It is advisable that students who elect this course should have had four units in Latin for entrance. If a student who presents only three entrance units in Latin wishes to elect it, she should consult the head of the department. If this course is followed by Greek 103, 104, PLATO AND HOMER, the student is eligible to take the Reading Knowledge Examination in Greek. (See catalogue, page 44.)

LATIN

LATIN 1-2. VERGIL AND OVID.

Vergil's *Aeneid* I-VI will be read and, if time permits, selections from Ovid's *Metamorphoses*. The first six books of the *Aeneid* tell the story of the destruction of Troy, the flight of Aeneas, his wanderings and adventures until he reached the promised land of Italy. The sixth book, the most famous of all, describes his visit to the underworld. There is a review of Latin syntax and exercises in Latin composition.

Open to students who offer for entrance three units of Latin including Cicero.

LATIN 5, 6. LATIN PROSE AND POETRY.

In the first semester Cicero's essay *On Friendship* and selections from his other works will be read. In the second semester the class will read two books of Vergil's *Aeneid* not previously read, and if time permits, selections from the works of Ovid. The part to be read in the *Aeneid* will be selected when it has been ascertained what the members of the class have read in their college preparatory work. In addition there will be a review of Latin syntax and exercises in Latin composition.

Open to students who offer for entrance three units of Latin, of which the third may be either Cicero or Vergil.

LATIN 11, 12. LIVY AND HORACE.

During the first semester Livy's history of Rome, Book I, will be read. Livy is a master of narration who tells many fascinating stories of semi-legendary character which archaeological investigations have proved to contain historical basis and which represent what the Romans themselves believed about their early history. Livy's first book deals with the founding of Rome and its early history under the kings.

During the second semester Horace's Odes and Epodes will be read. Horace is the lyric poet of the Augustan Age, a contemporary and friend of Vergil. His poetry reveals a delightful philosophy of life and is of the greatest possible value in increasing the student's appreciation of English literature, since quotations from and allusions to Horace run "like a golden thread" through all English literature.

Open to students who offer four units of Latin for entrance. Students who take Latin 11, 12 are eligible to take the Reading Knowledge Examination in Latin in the spring of the current year. (See catalogue, page 44.)

ROMANCE LANGUAGES
FRENCH

FRENCH 1-2. ELEMENTARY FRENCH.

This course consists of a thorough study of the essentials of grammar. Exercises in reading and oral drills are presented in a manner to encourage the students to speak French from the beginning. In addition stories of average difficulty are translated with a view to increasing the students' vocabulary.

For beginners.

FRENCH 3-4. INTERMEDIATE FRENCH.

The course opens with the reading of a twentieth century play giving the opportunity for conversation based on the most up-to-date idioms and expressions. This is followed by study of a novel, poems, and short stories with occasional lectures on French culture and civilization. From time to time the class is referred to French newspapers for articles of current interest. Drill in pronunciation and grammar throughout the year should enable the student to acquire a good foundation in spoken and written French.

Open to students who offer two units of French for entrance.

FRENCH 27-28. SURVEY OF FRENCH LITERATURE.

This course traces the development of trends in literature in relation to the social, historical, and religious conditions in France from the Middle Ages through the nineteenth century. Selections from representative French authors are read outside of class and discussed in class. Conducted in French.

Open to students offering three or four units of French for entrance.

FRENCH 29-30. FRENCH LITERATURE OF THE NINETEENTH CENTURY.

A survey of nineteenth century literature and thought with special attention to the concern of poets, novelists, dramatists, and critics with social progress, liberty, and justice, and to the contributions which they made to contemporary thought and culture. The course is conducted mainly in English at the beginning, but thereafter largely in French. Emphasis is placed upon student participation in the class by answers to questions and by discussion. A minimum study of grammar is included to aid in accurate reading, writing, and speaking of the language.

Open to students offering three or four units of French for entrance.

FRENCH 31-32. ELEMENTARY FRENCH CONVERSATION.

The aim of this course is to give the student confidence in expressing herself in simple, idiomatic French. The vocabulary is based on topics of every-day interest such as food, clothing, sports, shopping, newspapers, current events, the movies.

Open to students offering two or more units for entrance by permission of the instructor or the chairman of the department.

ITALIAN

ITALIAN 1-2. ELEMENTARY ITALIAN.

This course consists of the study of the essentials of grammar, the development of a simple, practical vocabulary, and readings based on present day Italian life. Upon the completion of this course the student is expected to be able to express in Italian simple ideas relative to everyday life and to understand written and spoken Italian of average difficulty.

For beginners.

SPANISH

SPANISH 1-2. ELEMENTARY SPANISH.

This course consists of the study of the essentials of grammar, the development of a simple, practical vocabulary, and readings based on present day Spanish and Spanish-American life. Upon the completion of this course the student is expected to be able to express in Spanish simple ideas relative to everyday life and to understand spoken and written Spanish of average difficulty.

For beginners.

SPANISH 7-8. INTRODUCTION TO SPANISH LITERATURE.

This course is designed to help the student acquire some ease in expressing herself both orally and in writing, and to become acquainted with the main currents of Spanish literature. The first semester will be devoted to verb-drill and theme writing, and the study of the history of Spanish literature, through the Golden Age, with representative readings. In the second semester, besides studying the most representative authors of the 18th and 19th centuries, the class will concentrate on conversation and composition.

Open to students offering two or three units of Spanish for entrance.

GROUP II—NATURAL AND MATHEMATICAL SCIENCES

BOTANY

BOTANY 1, 2.

The course aims to enable the student to get greater enjoyment from her surroundings and to give her an understanding of the importance of plants in the life of the earth. The first semester is concerned with the higher plants—how they are constructed; how they reproduce; how they manufacture plant substance from raw materials; and the part which they have in the rotation of elements in nature. The second semester deals with the evolution of the plant kingdom. A series of plants ranging from simple microscopic forms to the flowering plants is studied. A general survey is made of the plants on the earth today in order to learn how they might have evolved from the vegetation which was here millions of years ago. There is some field work for the identification of the campus trees and for the study of plants in their natural habitats.

CHEMISTRY

CHEMISTRY 1-2.

Chemistry 1-2 provides a very thorough treatment of the fundamental principles of chemistry, presented in a manner to arouse a deep interest in the science and its significance in daily life, to encourage independent thinking, and to develop the ability to reason systematically. It places particular emphasis upon such matters as the atomic and molecular theories, crystal structure, valence and atomic structure, chemical equilibrium, ionization, and avoids the less necessary and more technical topics such as the balancing of complex equations, the solu-

bility product law, etc., as well as the many less familiar elements and compounds. Throughout, the treatment attempts to humanize the science of chemistry in the most effective manner.

CHEMISTRY 3-4.

The purpose and scope of Chemistry 3-4 is similar to that of 1-2, but it is intended for those students who have already started the study of chemistry in high school. The introductory material can be covered more quickly, and there is time for a slightly more advanced treatment of chemical principles than is possible in Chemistry 1-2.

PHYSICS 1, 2.

PHYSICS

Physics is the study of the general laws of nature. It takes up the explanation of how machines work, how motors run, how airplanes fly, how ice is made, how our electric current is made and brought to us, how musical sounds are produced. It studies light and its colors, and instruments made to help our eyes, such as eye-glasses, telescopes, microscopes, cameras. It gives the student practice, in the laboratory, in handling delicate instruments, in hooking up electric circuits, in making accurate measurements. In short, it puts the student *en rapport* with the great advances in knowledge underlying our material progress.

ZOOLOGY 1, 2 or 1, 4.

ZOOLOGY

Zoology is the study of animals—their structure; how their organs and systems help them to live; where they live and their relations to other living things. Zoology 1 is an intensive study of the frog, introducing the student to biological principles and giving a general idea of the structure and functions of higher animals, including man. In Zoology 2, with the knowledge of animal life gained in the first semester as a background, a series of animals beginning with the simplest and proceeding through more complex types is studied. This suggests the line of development of animal life. The student who wishes more information than is given in Zoology 1 on the structure and function of the human body may get it in Zoology 4. Models and the dissection of a small mammal give an understanding of the structure of the human body. With this knowledge a few experiments and discussions show how the systems and organs work individually and how they influence each other.

Students may take Zoology 1, 2 or 1, 4 to meet the degree requirement. Those who wish to continue in Zoology should take Zoology 1, 2.

MATHEMATICS

MATHEMATICS 1. PLANE TRIGONOMETRY.

The name Trigonometry is derived from two Greek words meaning the measurement of triangles. This course includes logarithms and the solution of triangles by means of logarithms—methods which are used in surveying and other practical problems. It also includes the study of angles, the six important ratios, called the trigonometric functions, and equations which involve those ratios. The relations proved in trigonometry form a sequence giving an excellent illustration of the logical building of mathematical ideas. These relations are essential for further study of mathematics and for its application in such sciences as physics and astronomy. The course presupposes two units of preparation in algebra, as well as plane geometry. Some of the most useful elementary algebraic processes are reviewed briefly at the beginning of the course. These include exponents, radicals and quadratic equations.

Students who offer one-half unit of trigonometry for entrance should take Mathematics 3, ALGEBRA, described on page 82 of the catalogue.

First semester. Open to students who offer for entrance three units of mathematics or three and one-half units including solid geometry.

MATHEMATICS 2. SOLID GEOMETRY.

We have a slogan for this course, "Think straight and say exactly what you mean." We study the relation of lines and planes in space of three dimensions, prisms, pyramids, cylinders, cones, and spheres. We try to make the geometrical proofs concerning them in good logical order and every statement as clear and accurate as possible.

Students who offer for entrance one-half unit of solid geometry should take Mathematics 6, COLLEGE GEOMETRY, or Mathematics 8, INTRODUCTION TO ANALYSIS, described on page 82 of the catalogue.

Second semester. Open to students who offer for entrance three units of mathematics or three and one-half units including trigonometry.

MATHEMATICS 3. ALGEBRA.

College algebra advances from the familiar preparatory algebra into such topics as those mentioned in the catalogue, page 82. For instance, topics new to freshmen are the number of possible arrangements of things as shown in permutations and combinations, the chances at dice in probabilities, the use of determinants as a device for writing briefly

equations that would otherwise be long and for working with them in a short and elegant way.

Students who present for entrance one-half unit of advanced algebra as well as trigonometry and who are interested in continuing the study of mathematics should register for Mathematics 103, STATISTICS, and consult a member of the Department of Mathematics upon arrival.

First semester. Open to students who offer for entrance three and one-half units of mathematics including trigonometry.

MATHEMATICS 6. COLLEGE GEOMETRY.

As stated in the catalogue, page 82, this course continues plane geometry from a more advanced standpoint, introducing new ideas of projection and proportion while employing the usual methods of logical geometrical proof.

Usually it is not possible to give both Mathematics 6 and Mathematics 8. The number of students enrolled must be considered.

Second semester. Open to students who offer for entrance three and one-half units of mathematics including solid geometry.

MATHEMATICS 8. INTRODUCTION TO ANALYSIS.

This course may follow Mathematics 1 or Mathematics 3. It is intended primarily for students who have already had a course in solid geometry and gives an opportunity for those who enjoy the algebraic side of mathematics to advance at once into topics usually included in Mathematics 105, ANALYTIC GEOMETRY, and elementary calculus. The content of the course varies somewhat with the personnel of the class. Some college algebra may be included. The straight line, circle, and other conics are treated analytically. The process of differentiation of algebraic functions is studied and applied to problems in geometry and physics.

Second semester. Prerequisite: Mathematics 1 or 3.

MATHEMATICS 20. SOLID GEOMETRY AND SPHERICAL TRIGONOMETRY.

This new course following the suggestions of the Committee on Education for Service was first offered in 1942-43. It includes a more rapid study of the principal theorems of solid geometry than Mathematics 2. The geometry of the sphere is followed by theorems of spherical trigonometry and the solution of spherical triangles by logarithms. Mathematics 20 may replace Mathematics 2 among the prerequisites for more advanced courses in mathematics.

Second semester. Open to students who have done satisfactory work in Mathematics 1, PLANE TRIGONOMETRY. Students who have studied plane trigonometry in high school are admitted upon passing an achievement test.

GROUP III—SOCIAL STUDIES AND RELIGION

In this group are described courses offered to freshmen in the Division of Social Studies, the Department of Religion, and the Department of Philosophy, Psychology and Education.

There are five courses in the Division of Social Studies open to freshmen. They are: Social Studies 1-2, INTRODUCTION TO MODERN HISTORY; History 101-102, ANCIENT HISTORY; Economics 101-102, PRINCIPLES OF ECONOMICS; Sociology 101, INTRODUCTION TO SOCIOLOGY; Sociology 102, SOCIAL PROBLEMS.

SOCIAL STUDIES 1-2. INTRODUCTION TO MODERN HISTORY.

This course offers basic training in the social studies, and its objective is to provide a background for the better understanding of the present. The course begins with a brief description and appraisal of those institutions of the Middle Ages which affect the modern age. It continues with the Renaissance and Reformation; the development of nationalism; the commercial and industrial revolutions in western Europe and the United States; the growth of imperialism, democracy and dictatorship; the resulting problems and wars of the twentieth century. Significant source materials are read and discussed in connection with the various topics studied.

Since Social Studies 1-2 is the basic course for the Division, and, with certain exceptions noted below, is prerequisite to all other courses for the Division, students are strongly advised to take it in their freshman year. (It will satisfy the degree requirement of six hours in history under Group III.)

HISTORY 101-102. ANCIENT HISTORY.

While Social Studies 1-2 is the basic course in the division, students who are interested in ancient civilization, and particularly those who plan to major in ancient history, art, classics or classical civilization, may substitute History 101-102. In such cases this course will be accepted in place of Social Studies 1-2 as the general prerequisite to

other courses in the Division. Freshmen who wish to elect History 101-102 instead of Social Studies 1-2 should obtain permission of the instructor before registering for the course.

History 101-102 offers a general survey of civilization in the Mediterranean region and the Near East, from the earliest times to the fifth century of the Christian era, with emphasis on the development and diffusion of culture in the predynastic period and during the time of the oriental monarchies, the Greek city-states, the Hellenistic Age and the Roman Republic and Empire. The inter-working of political, social and economic factors and the outstanding achievements of the ancient world are studied by means of assigned reading, class discussion, and written reports.

ECONOMICS 101-102. PRINCIPLES OF ECONOMICS.

A limited number of freshmen are admitted to the course in PRINCIPLES OF ECONOMICS, with permission of the instructor. It is advisable that students who enter the course as freshmen should have had American, English, or European history in the last two years of preparatory school, or a social study course or other preparation or experience which has made them wish to understand the workings of the economic system. Economics 101-102 may be taken concurrently with Social Studies 1-2.

The course in PRINCIPLES OF ECONOMICS pictures for the student the complex system of institutions such as factories, corporations, and banks which make up the present economic order and provides an introduction to the literature dealing with principles of economics. At the beginning of the year the historical growth of the system is stressed and the parallel development of explanations of its workings. Throughout, the course aims to bring out the connection of economics with other studies and to help the students to relate them. A bibliography is provided which should suggest new fields of exploration for those who wish to continue their study.

SOCIOLOGY 101. AN INTRODUCTION TO SOCIOLOGY.

A limited number of freshmen are admitted to Sociology 101 with permission of the instructor. The course may be taken concurrently with the first semester of Social Studies 1-2.

AN INTRODUCTION TO SOCIOLOGY deals with people and their social problems; the relative importance of geography, biological heredity, culture, and group life in the development of human personality; race;

social classes; the function of social institutions as the family, religion, economic organization, recreation, and government; our changing population; and methods of social control.

This course gives the basic concrete material upon which all other sociology courses are built. Three hours the first semester.

SOCIOLOGY 102. SOCIAL PROBLEMS.

In the second semester students will continue with the study of contemporary problems. Special attention will be given to social problems as resulting from the failure of social institutions to meet human needs. Some of the topics studied are: unemployment, health problems, race conflict, poverty, war, crime, and family disorganization. The emphasis is on the basic causes of social maladjustments and their interrelations and not upon the individual variations of problems and their solutions. This course therefore gives the foundation upon which to build more advanced courses as: RACE RELATIONS, SOCIAL MALADJUSTMENT AND SOCIAL POLICY, DELINQUENCY AND CRIME, THE FIELD OF SOCIAL WORK, and LABOR PROBLEMS.

RELIGION

RELIGION 105, 106. OLD TESTAMENT, NEW TESTAMENT.

No previous Biblical study is required for this course. The first semester deals with the outstanding events and characters in Old Testament history and with the religion of the Old Testament. The second semester is devoted to a study of the life and teachings of Jesus, the work and thought of St. Paul, and the problems and teachings of the early Christian leaders as shown in other New Testament writings.

PHILOSOPHY

The following course in philosophy is allied closely to Group III, but it may not be counted toward fulfilling any of the group requirements described on pages 41-42 of the current catalogue.

PHILOSOPHY 1, 2. INTRODUCTION TO PHILOSOPHICAL THINKING.

A course designed especially for freshmen, giving the practical application of philosophical principles to the problems of everyday living. The course includes detection of simple logical fallacies, practice in discussing problems and following them through to their logical conclusions.

GROUP IV—FINE ARTS
ART

ART 1-2. SURVEY OF ART.

In this introductory course studio practice is required of everyone, whether or not there is any aptitude for drawing and painting. The work is planned to clarify matters dealt with in the lectures and reading. The principles of drawing, painting, sculpture and architecture, as evolved in great creative periods of the past, are analyzed and practiced in the studio. Thus a foundation is laid for a greater understanding of art.

ART 3, 4. HISTORY OF ARCHITECTURE.

This course begins with a brief study of the elements of architecture and the fundamental types of construction developed in the historic styles. The historical survey includes, in the first semester, Egyptian, Mesopotamian, Greek, Roman, Early Christian and Byzantine architecture, and in the second semester Romanesque, Gothic, Renaissance and modern architecture. There is no studio practice.

MUSIC

Students who are especially interested in music and who wish to continue their study of music in college may take applied music and Music 1-2, ELEMENTARY THEORY AND EAR-TRAINING, or an advanced course in theory if an achievement examination in Music 1-2 is passed. These students are referred to the statements on page 86 of the current catalogue regarding requirements for credit in applied music.

MUSIC 1-2. ELEMENTARY THEORY AND EAR-TRAINING.

This course aims to give a student a thorough knowledge of the rudiments of music and the necessary background for all the other courses in the music department. The student learns to construct and recognize all forms of scales, intervals, and simple chord construction. Since music is the art of thinking in sound, great stress is placed in this course upon the development of the power to listen and the sensitivity of the ear. Sight-singing is offered, which should appeal especially to those who are interested in Glee Club and Choir music.

MUSIC 21-22. MUSIC IN HISTORY.

The course is designed as an introduction to music literature. Emphasis is laid upon the great periods in music history in relation to the social, political, religious and economic factors which determined them. The course is conducted by means of lectures, discussions and musical illustrations. Regular listening hours are scheduled. The course is intended for the general student as well as for those who expect to continue music study. It meets the degree requirement of Group IV and it is a prerequisite for more advanced courses in music history.

Open to freshmen and upper-classmen.

MUSIC 105-106. ELEMENTARY COUNTERPOINT.

The meaning of key, the function of each note in the key, rhythmic functions, the art of melody writing, the functions of diatonic consonance and dissonance in the combination of two, three, and four melodic voices.

Open to new students who pass an achievement examination in Music 1-2.

APPLIED MUSIC.

If students desire to continue their study of piano in college and receive credit for their work, they are strongly urged to read carefully the second paragraph under Applied Music on page 86 of the catalogue. The music faculty regrets that it is often impossible to grant college credits to many freshmen because of their failure to make sufficient preparation to meet our requirements for credit in piano.







